1. What is our purpose?
To inquire into the following:
- transdisciplinary theme

Who We Are
- central idea

There are strategies we can use to work together harmoniously and productively

Summative assessment task(s):
What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Lotus diagram, connecting with the central idea and the lines of inquiry and the students challenges, feelings and successes.

2. What do we want to learn?
What are the key concepts to be emphasized within this inquiry?
- Connection
- Perspective
- Reflection

What lines of inquiry will define the scope of the inquiry into the central idea?
- Understanding who we are and our interaction with others.
- Strategies people use to manage differences of opinion
- Benefits and challenges of diversity of opinion
- Appreciating others perspectives

What teacher questions/provocations will drive these inquiries?

Image, ants working together, YouTube (Kid President) and Zoe’s ‘The Magic Spell’

Question: Why is it important to work together?
3. How might we know what we have learned?
(This column should be used in conjunction with “How best might we learn?”)

What are the possible ways of assessing students’ prior knowledge and skills?
What evidence will we look for?

Students will brainstorm and make posters or lists related to the various topics prior to commencing their group project.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

As part of the ‘Start Up’ program the students will examine in detail the School Values, Attributes and Learner Profiles. Activities will include Reader’s Theatre, Picture Story books, YouTube (Kid President), The students will work harmoniously in small groups to be productive in producing their work to share with Foundation to Grade 2.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Discussions, group work (Reader’s Theatre & role play, planning of projects)

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc., will be available?

Picture Story books (Mine, Vicki), YouTube (Kid President), images (Ants), iMovie and Photo Story for projects, materials to create both puppets and props.

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Displays of books, images, Learner profiles, Attitudes and Concepts, students working drawings and final products.
6. To what extent did we achieve our purpose?
Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

We feel as if the lines of inquiry of

- Understanding who we are and our interaction with others and
- Appreciating others perspectives
were successfully achieved but the remaining two lines of inquiry of

- Strategies people use to manage differences of opinion and
- Benefits and challenges of diversity of opinion
were not as overt. The student’s inquiry concentrated more on the School Values, Learner Profiles and Attitudes and working together and the latter two lines of inquiry were an incidental by product. Working in teams the students had to manage differences of opinion.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea?

It is felt that the Lotus diagram and the work produced adequately demonstrated the student’s understanding.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Students were able to work together in small groups to achieve their product. Interactions between the students and

7. To what extent did we include the elements of the PYP?
What were the learning experiences that enabled students to:
In each case, explain your selection.

**Learner Profiles**
Students used these as a basis for their team work. Students chose a profile to depict in either a puppet show, picture story book, play, film or poster

**Attitudes**
Students used these as a basis for their team work. Students chose a profile to depict in either a puppet show, picture story book, play, film or poster

Students worked co-operatively in their small groups to achieve their end product. Students were creative, using a variety of materials and processes, to make their puppets, pictures, videos and posters.
8. What student-initiated inquiries arose from the learning?
Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Wonderings:
- Why do people need to work together?
- Where do people work together?
- How do families work together?

(At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.)

What student-initiated actions arose from the learning?
Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Students worked in small groups to create a product to demonstrate their learning.
Examples included-

- Making a puppet show to demonstrate the Learner Profile of ‘Caring’.
- Creating a movie using PhotoStory to demonstrate the Attitude of ‘Enthusiasm’.
- Writing and illustrating a picture story book to demonstrate the Attitude of ‘Independence’.

9. Teacher notes
The Central idea was a difficult one to initially grasp.